

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States – integrating faith through understanding that we have a common purpose. Revelation 17:13-17		
	GRADE 2	GRADE 3	GRADE 4
A. Principles of constitutional democracy in the United States	Explain and apply the concept of majority rule Curriculum <ul style="list-style-type: none"> use majority rule for various boundaries within the classroom. review Academy syllabus and student handbook. 	Identify and explain why cities make laws and ordinances Curriculum <ul style="list-style-type: none"> introduce Student Council and encourage students to run for office. 	Identify and explain why Missouri has a constitution and why the state makes and enforces laws Curriculum <ul style="list-style-type: none"> review the actual document. KWL, which parts are the same.
DOK	2	2	2
Standards	SS1 1.10, 4.1	SS1 1.10, 4.1	SS1 1.10, 4.1
B. Role of citizens and governments in carrying out constitutional principles	Explain the rights of citizens Curriculum <ul style="list-style-type: none"> Label a paper with your own personal rights. Include your school and home. Define what is community, government and personal rights. http://learningtogive.org/lessons/unit12/lesson2.html 	Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice) Curriculum <ul style="list-style-type: none"> Label a paper with your own personal rights. Include your school and home. Define what is community, government and personal rights. http://learningtogive.org/lessons/unit12/lesson2.html 	Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government Curriculum <p>Label a paper with your own personal rights. Include your school and home. Define what is community, government and personal rights. http://learningtogive.org/lessons/unit12/lesson2.html</p>
DOK	2	2	2
Standards	SS1 4.2	SS1 4.2	SS1 1.10, 4.2
C. Understanding of the main purposes of United States documents		State the main purposes of the Declaration of Independence Curriculum <p>*Define courage. * Lecture over who signed and what were the principles outlined in the Declaration. http://constitutioncenter.org/ncc_edu_Declaration_of_Independence_and_Acts_of_Courage.aspx</p>	Explain the major purpose of the Constitution and the Bill of Rights Curriculum <ul style="list-style-type: none"> Bill or Rights Bingo. What do you consider a right? What responsibilities accompany those rights? http://www.uen.org/Lessonplan/preview.cgi?LPid=533
DOK		2	2
Standards		SS1 1.5	SS1 1.5, 1.10
(C. Continued)		Identify the purpose of the Constitution Curriculum <ul style="list-style-type: none"> Put together a log house. Explain the need for good foundation. Constitution used to provide framework, limit power of government and define authority. http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c8053137e	
DOK		1	
Standards		SS1 1.5	

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
	GRADE 2	GRADE 3
D. Knowledge of the symbols of our nation	Describe the importance of the Pledge of Allegiance Curriculum <ul style="list-style-type: none"> • Describe what citizenship is to the student. • Locate the US on the globe. • Match oral vocab words to the written. • http://www.courts.ca.gov/documents/The_Pledge_of_Allegiance.pdf 	Explain how the National Anthem symbolizes our nation Curriculum <ul style="list-style-type: none"> • Recite the pledge for another grade level. • Discuss what E Pluribus Unim means – emerging as one nation and not several colonies. • Create a personal pledge. • http://www.courts.ca.gov/documents/The_Pledge_of_Allegiance.pdf
DOK	2	2
Standards	SS1 1.6	SS1 1.6

Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems – integrating faith through an understanding of sovereign authority of God, existence of objective moral values and fixed standards, and that all men are created equal. Exodus 18:16, Dt. 10:20, Ps. 119, Gen. 1:26, Romans 3:23		
	GRADE 2	GRADE 3	GRADE 4
A. Principles and purposes of government.	<p>Explain the importance of promoting the common good</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Role play a simple conflict resolution. • Present a skit to promote the common good at school. <p>http://learningtogive.org/lessons/unit159/lesson3.html</p>	<p>Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Act out a simple conflict resolution. • Sign contracts that outline God-pleasing behavior. Include what children think is important. <p>http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</p>	
DOK	2	2	
Standards	SS2 1.10	SS2 3.4	
A. (Continued)	<p>Demonstrate a peaceful resolution to a dispute</p> <p style="text-align: center;">Curriculum</p> <p>* Act out a simple conflict resolution.</p> <p>http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</p>		
DOK	2		
Standards	SS2 4.2		
A. (Continued)	<p>Explain how disputes can threaten the peace in a community and how they may be resolved peacefully</p> <p style="text-align: center;">Curriculum</p> <p>http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm</p>		
DOK	2		
Standards	SS2 3.1, 3.6		
C. Processes of governmental systems	<p>Describe how authoritative decisions are made, enforced and interpreted within local communities</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Do a Right Think to Do group activity. <p>http://www.goodcharacter.com/YCC/DoingRight.html</p>	<p>Describe how authoritative decisions are made, enforced and interpreted within the federal government</p> <p style="text-align: center;">Curriculum</p> <p>http://www.teachervision.fen.com/us-constitution/us-government-branches/191.html?detoured=1</p> <p>* Review the 3 branches of government. Lecture and outline.</p>	<p>Describe how authoritative decisions are made, enforced and interpreted within the state government</p> <p style="text-align: center;">Curriculum</p> <p>http://www.teachervision.fen.com/us-constitution/us-government-branches/191.html?detoured=1</p> <p>* Review the 3 branches of government. Lecture and outline.</p>
DOK	2	2	2
Standards	SS2 1.10	SS2 1.10	SS2 1.10

Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems	
	GRADE 3	GRADE 4
C. (Continued)	Identify and explain the functions of the three branches of government in the federal government <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Index card with definition of power on one side and authority on the other. Read various scenes from a script and ask which is being exercised. • http://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S05_BA_L03_I05_01.pdf 	Identify and explain the functions of the three branches of government in the state government <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Explain the various functions through lecture. Have students outline. • Index card with definition of power on one side and authority on the other. Read various scenes from a script and ask which is being exercised. <p style="text-align: center;">http://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S05_BA_L03_I05_01.pdf</p>
DOK	2	2
Standards	SS2 1.10, 1.6	SS2 1.10, 1.6

Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States- integrating through a profound understanding of history through scripture. Hosea 4:6
GRADE 4	
<p>B. Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times</p>	<p>Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, Geroge Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Each student will be assigned a major figure. • Research and develop the figure as if you were that person. • Present as a narrative, taking on their costume, personality, accent – cite work – prepare a 2 page report.
DOK	1
Standards	SS3 1.10, 1.6
<p>C. Discovery, Exploration and Settlement of the United States</p>	<p>Locate and describe settlements in Missouri of people of European and African heritage</p> <p style="text-align: center;">Curriculum</p> <p>*Locate on a map where these major settlements were. * Create a 3-D composite of what these settlements might have looked like.</p>
DOK	2
Standards	SS3 1.10

Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States		
	GRADE 2	GRADE 3	GRADE 4
F. Westward Expansion and settlement in the US			Outline issues of Missouri statehood, such as the Missouri Compromise Curriculum <ul style="list-style-type: none"> Describe what a compromise is. Lecture and outline. Have students form compromises to various scripted points. http://tah4all.org/lesson_plans/lp_pdf/gr_8_mis_comp.pdf
DOK			2
Standards			SS3 1.6, 1.8
F. (Continued)			Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumping-off point to the West Curriculum http://edtech.kennesaw.edu/web/westward.html <ul style="list-style-type: none"> Create a postcard that outlines where "you" were as a pioneer at the Jumping Off Point to the West. Include where you are going and why. What are you taking with you? http://www.legendsofamerica.com/mo-stjoseph.html
DOK			2
Standards			SS3 1.10
G. Knowledge of contributions of non-Missourians	Compare and contrast the habitats, resources, art and daily lives of native American peoples, Woodland and Plains Indians Curriculum <ul style="list-style-type: none"> http://inkido.indiana.edu/w310work/romac/plain_s.html Put web site on big screen. Create artwork, clothing or house that shows how the Plains and Woodlands Indians lived. 	Describe the contributions of Martin Luther King, Jr. Curriculum <ul style="list-style-type: none"> Create I have a Dream Mobile. http://web.archive.org/web/20010108105200/http://www.creativeteaching.com/activity_dreammobile.html <ul style="list-style-type: none"> Lecture and outline. 	Describe the contributions of Thomas Jefferson Curriculum <ul style="list-style-type: none"> Write Jefferson's epitaph. Lecture and outline. http://www.discoveryeducation.com/teachers/free-lesson-plans/thomas-jefferson.cfm
DOK	2	2	2
Standards	SS3 1.9	SS3 1.10	SS3 1.10

Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States
	GRADE 4
H. Reform movements	<p>Sequence and describe the importance of</p> <p>a. Louisiana Purchase</p> <p>b. Lewis and Clark Expedition</p> <p style="text-align: right;">Curriculum</p> <p>Develop a time line outlining the Louisiana Purchase and Lewis and Clark Expedition.</p> <ul style="list-style-type: none"> Go exploring. What will you need? Create a list. Compare to what Lewis and Clark commissioned.
DOK	2
Standards	SS3 1.6, 1.8
I. Understanding the causes and consequences of the Civil War	<p>Explain Missouri's role in the Civil War, i.e., Missouri as a border state</p> <p style="text-align: right;">Curriculum</p> <ul style="list-style-type: none"> http://www.civilwarmemo.org/educators Spend time on web site. Develop an organized Folder Poster outlining key factors.
DOK	2
Standards	SS3 1.6
I. (Continued)	<p>Evaluate the impact of westward expansion on the Native American in Missouri</p> <p style="text-align: right;">Curriculum</p> <p>http://www.pbs.org/lewisandclark/native/index.html</p> <p>Have students write about: If they were uprooted from their home, told they could only live in a particular place, if their culture and traditions were compromised.</p>
DOK	3
Standards	SS3 1.6
I. (Continued)	<p>Describe the changes in Missouri since the Civil War in education, transportation and communication</p> <p style="text-align: right;">Curriculum</p> <ul style="list-style-type: none"> Talk about the Homestead Act of 1862. Impact of the Railroad. Where might the student settle. Find on a map. <p>http://www.solpass.org/7ss/standards/StudyUSII.3.htm</p> <p>Assign students a name, occupation or trade, and family. What would they change based on what they know? How will they arrive at this new place in life?</p>
DOK	2
Standards	SS 3 1.9

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)- integrating faith through understanding the world's resources and how we inhabit the earth responsibly. Lev. 25:1-7; 26:34-35		
	GRADE 2	GRADE 3	GRADE 4
A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events	<p>Explain or demonstrate how people trade using money and bartering</p> <p>Curriculum</p> <ul style="list-style-type: none"> Construct Kids Zone where students create their own business. Create a pretend checking account and use in a “market”. 	<p>Identify and explain public goods and services</p> <p>Curriculum</p> <ul style="list-style-type: none"> Construct Kids Zone where students create their own business. Create a pretend checking account and use in a “market”. 	<p>Compare saving and financial investment</p> <p>Curriculum</p> <ul style="list-style-type: none"> Construct Kids Zone where students create their own business. Create a pretend checking account and use in a “market”.
DOK	2	2	2
Standards	SS4 1.9	SS4 1.10	SS4 1.6
A. (Continued)		<p>Distinguish among natural, capital and human resources</p> <p>Curriculum</p> <p>Read the 3 Pigs. Discern what category various items would come under. http://www.siue.edu/SIPDC/Library/lesson%20plan/reading1.pdf</p>	<p>Explain supply and demand</p> <p>Curriculum</p> <p>Supply and Demand worksheet. Create vocab cards using terms that outline supply and demand. http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson3.html</p>
DOK		2	2
Standards		SS4 1.6	SS4 1.6, 1.10
B. Understanding the consequences of personal and public economic decisions	<p>Explain how to make decisions using cost-benefit analysis</p> <p>Curriculum</p> <ul style="list-style-type: none"> Student picks an item they want to know more about. Develop a worksheet outlining the benefits and risks. http://www.oxfam.org.uk/education/resources/bring_bring/files/lesson1_doing_a_cost_benefit_analysis_for_a_mobile_phone.pdf 	<p>Conduct a cost-benefit analysis</p> <p>Curriculum</p> <ul style="list-style-type: none"> Student picks an item they want to know more about. Develop a worksheet outlining the benefits and risks. http://www.oxfam.org.uk/education/resources/bring_bring/files/lesson1_doing_a_cost_benefit_analysis_for_a_mobile_phone.pdf 	<p>Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment)</p> <p>Curriculum</p> <ul style="list-style-type: none"> Student picks an item they want to know more about. Develop a worksheet outlining the benefits and risks. http://www.oxfam.org.uk/education/resources/bring_bring/files/lesson1_doing_a_cost_benefit_analysis_for_a_mobile_phone.pdf What impact might the item have on the environment?
DOK	2	2	3
Standards	SS4 3.2	SS4 3.8	SS4 3.8

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
	GRADE 3	GRADE 4
<p>C. Understanding various types of taxes and their purposes</p>	<p>Identify taxes that students experience, such as sales taxes Curriculum</p> <p>Divide into groups. Have each one examine different kinds of taxes. Have student become expert.</p> <p>Have students live on a certain amount of money. Play the game of LIFE. http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson4.html</p>	<p>Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes Curriculum</p> <p>Divide into groups. Have each one examine different kinds of taxes. Have student become expert.</p> <p>Have students live on a certain amount of money. Play the game of LIFE. http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson4.html</p>
DOK	1	2
Standards	SS4 1.10	SS4 1.10
<p>C. (Continued)</p>	<p>List how tax moneys are used, who benefits from tax-supported services and who pays for these services Curriculum</p> <p>Divide into groups. Have each one examine different kinds of taxes. Have student become expert.</p> <p>Have students live on a certain amount of money. Play the game of LIFE. http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson4.html</p>	
DOK	2	
Standards	SS4 1.8, 1.10	
<p>D. Interdependence of households, businesses and governments</p>		<p>Explain how decisions of households, businesses and governments affect one another Curriculum</p> <p>Divide into groups. Have each one examine different kinds of taxes. Have student become expert.</p> <p>Have students live on a certain amount of money. Play the game of LIFE. http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/LBREEDER/lesson4.html</p>
DOK		2
Standards		SS4 1.6

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment- integrating faith through understanding major biblical geography including the Land of Canaan (Exodus 12:25), and the importance of geography in prophetic scripture (Joel 3:1-21).		
	GRADE 2	GRADE 3	GRADE 4
A. Reading and constructing maps	Construct maps with title and key Curriculum • Map worksheet series.	Read and construct maps Curriculum • Map worksheet series.	Construct and interpret maps Curriculum • Map worksheet series.
DOK	2	2	2
Standards	SS5 1.8	SS5 1.5, 1.8	SS5 1.6, 1.8
B. Understanding the concept of location to make predictions and solve problems	Identify and locate the world's seven continents and four oceans Curriculum Map color book.	Identify and locate the Mississippi and Missouri Rivers Curriculum Map color book.	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph Curriculum Map color book.
DOK	1	1	1
Standards	SS5 1.5, 1.4, 1.6	SS5 1.5, 1.4	SS5 1.5, 1.4
B. (Continued)		Locate and identify the states bordering Missouri on a map Curriculum Map color book.	
DOK		1	
Standards		SS5 1.5, 1.4	
B. (Continued)		Describe and use absolute location using a grid system Curriculum Map color book. Play Battleship.	
DOK		1	
Standards		SS5 1.4	

Resource: See the curriculum file for completed folder map studies.

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment		
	GRADE 2	GRADE 3	GRADE 4
C. Understanding the concept of place	Identify and describe physical characteristics in the world (landforms, water bodies, etc.) Curriculum * create 3D booklet.		Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) Curriculum http://www.nationalgeographic.com/xpeditions/lessons/08/g68/seatoshinings_ea2.html
DOK	2		2
Standards	SS5 1.6		SS5 1.6
D. Relationships within places (Human-Environment Interactions) (Movement)	Describe why people of different groups settle more in one place than another Curriculum <ul style="list-style-type: none"> Watch first Little House movie. Why did they settle in Kansas? Interview parents to see why they moved to their home. http://www.nationalgeographic.com/xpeditions/lessons/12/g35/home.html	Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are Curriculum <ul style="list-style-type: none"> Visit the Botanical Gardens. Create a VENN outlining Missouri to another regional state. http://www.nationalgeographic.com/xpeditions/lessons/08/g68/venn.html	Describe how people are affected by, depend on, adapt to and change their environments Curriculum <ul style="list-style-type: none"> Compare environment in Alaska to Missouri. Consider dress, school, and home. http://www.nationalgeographic.com/xpeditions/lessons/08/g68/seatoshinings_ea2.html
DOK	2	2	2
Standards	SS 5 1.6	SS5 1.6	SS5 1.6
D. (Continued)	Describe how transportation and communication systems have facilitated the movement of people, products and ideas Curriculum <ul style="list-style-type: none"> Plan a trip across the nation. Calculate arrival time and prep work needed using various forms of communication and transportation. 		
DOK	2		
Standards	SS5 4.1		

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment		
	GRADE 2	GRADE 3	GRADE 4
E. Understanding relationships between and among places	Describe different types of communication and transportation and identify their advantages and disadvantages Curriculum * Plan a trip across the nation. * Calculate arrival time and prep work needed using various forms of communication and transportation.	Describe how changes in communication and transportation technologies affect people’s lives Curriculum * Plan a trip across the nation. * Calculate arrival time and prep work needed using various forms of communication and transportation. How might the various forms impact your arrival time and those traveling with you? Would it alter your plans?	
DOK	2	2	
Standards	SS5 1.6	SS5 1.6	
E. (Continued)		Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other Curriculum <ul style="list-style-type: none"> Read the 3 Little Javelinas. Have students create using legos, a city, suburn, town etc. 	
DOK		3	
Standards		SS5 1.6, 4.1	
F. Understanding relationships between and among regions	Define regions (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.) Curriculum <ul style="list-style-type: none"> Take a trip to the local grocer. Identify various regions of the market (dairy, meat etc). What is different? The climate, the language, physically. Relate this to the regions of the United States. http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/grocery.html	Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district) Curriculum <ul style="list-style-type: none"> Take a trip to the local grocer. Identify various regions of the market (dairy, meat etc). What is different? The climate, the language, physically. Relate this to the regions of the United States. http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/grocery.html	Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions) Curriculum <ul style="list-style-type: none"> Take a trip to the local grocer. Identify various regions of the market (dairy, meat etc). What is different? The climate, the language, physically. Relate this to the regions of the United States. http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/grocery.html
DOK	1	2	2
Standards	SS5 1.10	SS5 1.6	SS5 1.6

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	
	GRADE 2	GRADE 4
G. Using geography to interpret, explain and predict	<p>Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)</p> <p style="text-align: center;">Curriculum</p> <p>http://www.nationalgeographic.com/xpeditions/lessons/11/g912/business.html</p> <ul style="list-style-type: none"> • Look at your community and develop a map of local business. <p>Ask each student to choose a hypothetical business and draw it in a location on the map that represents their best educated guess at the market area for that business.</p> <ul style="list-style-type: none"> • List the reasons students give for the locations they choose. • Ask whether students took into account the distance a typical consumer would be willing to travel (the consumer's range) or the minimum number of customers needed within a given area to support the business (the commercial threshold). • Discuss with your class how the ranges and thresholds differ for a convenience store and a professional sports stadium. • Ask how a geographer might determine the range for a certain business. (One direct method is to survey consumer travel behavior.) • Assign students to survey a minimum of ten people about a business in their community. Have them ask consumers such questions as "What is the maximum distance and time you would travel to shop at this store?" and "What factors have influenced your choice of this store above competitors?" • Upon completing the interview, students should create a map using lines to show traffic and pedestrian flows and the movements of goods and services. The width of each line should be thicker in places where volume is higher. This map should also show where clusters of people live and their destinations as consumers. Ask your students to analyze the map for directionality (people on this side of town go to this store and not that store—why?) and other kinds of urban behavioral issues. This type of analysis is useful for a geographer or a businessperson in choosing where to place different commercial establishments. It may also be useful for people choosing a place to live! 	<p>Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Examine probability. • Examine how the past or history dictate future mistakes. <p>http://www.ehow.com/way_5285403_probability-lesson-plan-third-grade.html</p>
DOK	2	3
Standards	SS5 1.6	SS5 3.8

Relationships of Individuals and Groups to Institutions and Traditions

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions- integrating faith through understanding Old Testament terms "commandment and tradition (Matt. 15:6, 1 Cor 11:2).		
	GRADE 2	GRADE 3	GRADE 4
A. Cultures meeting the needs of people		Compare how people's needs have been met in different ways in different cultures at various times Curriculum <ul style="list-style-type: none"> • How do needs change from family to family and in various cultures. • What traditions do you have? • Have a meal together using various student traditions. 	
DOK		2	
Standards		SS6 1.9	
B. Groups meeting the needs of individuals	Describe how needs are met by families and friends Curriculum * Show how animals care for one another. Mother to child, groups for protection etc.		Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.) Curriculum <ul style="list-style-type: none"> • Research your community and discover what charitable and helping organizations exist. • Choose one and develop a report. Student becomes the expert.
DOK	2		2
Standards	SS6 1.9		SS6 1.9
C. Methods of resolving conflicts		Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision) Curriculum <ul style="list-style-type: none"> • Imitate a conflict. Resolve using conflict resolution. What is most God-pleasing. • Hold up a fossil and ask what story it might tell. • Use a pot and have the children make up what they think they know. Use other forms of research to confirm it. http://www.schenectady.k12.ny.us/users/title3/future%20grant%20projects/Projects/Ancient%20Civilization/index.htm	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer Curriculum http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-problem-and-solution-diagram
DOK		3	3
Standards		SS6 2.3, 3.6	SS6 3.4

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)- integrating faith through understanding Biblical standards of measurement and that the Bible is the ultimate standard on which all Christian teaching is based (beyond the physical). Romans 10:17		
	GRADE 2	GRADE 3	GRADE 4
A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	Identify and select visual, graphic and auditory aids (graphs and charts) Curriculum <ul style="list-style-type: none"> • Create various graphs outlining favorite things. Cut pictures from a magazine. • http://www.mathgoodies.com/lessons/toc_vol11.html 	Identify, select and use visual, graphic and auditory aids (timelines and diagrams) Curriculum <ul style="list-style-type: none"> • Create various graphs outlining favorite things. Cut pictures from a magazine. http://www.mathgoodies.com/lessons/toc_vol11.html	Identify, select and use visual, graphic and auditory aids Curriculum <ul style="list-style-type: none"> • Create various graphs outlining favorite things. Cut pictures from a magazine. http://www.mathgoodies.com/lessons/toc_vol11.html
DOK	1	1	1
Standards	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.5, 1.10
A. (Continued)	Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos) Curriculum <ul style="list-style-type: none"> • Interview an expert. • Record findings citing the source. • http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm 	Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos) Curriculum <ul style="list-style-type: none"> • Interview an expert. • Record findings citing the source. • http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm 	Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos) Curriculum <ul style="list-style-type: none"> • Interview an expert. • Record findings citing the source. • http://www.edu.plymouth.ac.uk/resined/interviews/inthome.htm
DOK	2	3	3
Standards	SS7 1.4, 1.5, 1.10	SS7 1.5, 1.10, 2.1	SS7 1.5, 1.7
A. (Continued)	Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books) Curriculum <ul style="list-style-type: none"> • Develop topic. • Pick ridiculous sources. For example the topic is food. Bring out an auto magazine and ask if good information could be found. http://www.lib.berkeley.edu/instruct/assignments.html	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books) Curriculum <ul style="list-style-type: none"> • Develop topic. • Pick ridiculous sources. For example the topic is food. Bring out an auto magazine and ask if good information could be found. http://www.lib.berkeley.edu/instruct/assignments.html	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons) Curriculum <ul style="list-style-type: none"> • Develop topic. • Pick ridiculous sources. For example the topic is food. Bring out an auto magazine and ask if good information could be found. http://www.lib.berkeley.edu/instruct/assignments.html
DOK	1	1	1
Standards	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.5, 1.10

Tools of Social Science Inquiry

	Grade 2	Grade 3	Grade 4
A. (Continued)	Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) Curriculum <ul style="list-style-type: none"> • Hold up a fossil and ask what story it might tell. • Use a pot and have the children make up what they think they know. Use other forms of research to confirm it. http://www.schenectady.k12.ny.us/users/title3/future%20grant%20projects/Projects/Ancient%20Civilization/index.htm	Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) Curriculum <ul style="list-style-type: none"> • Hold up a fossil and ask what story it might tell. • Use a pot and have the children make up what they think they know. Use other forms of research to confirm it. http://www.schenectady.k12.ny.us/users/title3/future%20grant%20projects/Projects/Ancient%20Civilization/index.htm	Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) Curriculum <ul style="list-style-type: none"> • Hold up a fossil and ask what story it might tell. • Use a pot and have the children make up what they think they know. Use other forms of research to confirm it. http://www.schenectady.k12.ny.us/users/title3/future%20grant%20projects/Projects/Ancient%20Civilization/index.htm
DOK	1	1	2
Standards	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.10, 2.1
CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)		
	GRADE 4		
B. Knowledge to create and use various social studies graphics and maps	Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography Curriculum <ul style="list-style-type: none"> • Have available globe, maps and various tools for measurement. • Map worksheet series. • Have available various forms of technology including hand held devices. 		
DOK	2		
Standards	SS7 1.8, 2.1		